

Thursday, February 13, 2014

MA211K

2 PM

**AGENDA SETTING MEETING-DRAFT**

ROLL

Present: Eric Amsel, John Armstrong, Patti Cost, Alicia Giralt, Kirk Hagen, Ed Hahn, Carol Naylor, James Turner, Mike Vaughan, Chuck Wight and Brenda Stockberger

Excused Kathy Herndon

1. Approval of the minutes from 16 January 2014 Agenda Setting meeting.

MOTION Motion to approve the minutes from 16 January 2014 Agenda Setting meeting by Ed Hahn.

SECOND Carol Naylor

OUTCOME Unanimous

2. ASSA PPM 6-22 Student Code - Becky Marchant, Chair

PPM 6-22 IV. Student Responsibilities

PPM 6-22 VIII. Jurisdiction

PPM 6-22 XIV. Definitions

DISCUSSION

Approved by the Student Senate.

Inserted language and clarified language on Paragraph D, Section IV.

Section VIII clarification on Paragraph E Specific Issues concerning Petitions.

Section XIV added definition on Cheating.

No further discussion.

MOTION Motion to approve the recommendations to PPM6-22 Student Code, Sections IV., VIII., and XIV by Kirk Hagen.

SECOND Ed Hahn

OUTCOME Unanimous

3. Curriculum Committee – Fran Butler, Chair

Recommendation on Credit Ratios

DISCUSSION

Committee voted on and it will go into the Curriculum PPM.

What does the Executive Committee want to put this information to make it easier to locate.

Where should a link be put in the PPM so this information can be found easier?

Never intended to be a standard for existing courses.

Meant to be a guideline for new courses.

It has an impact on courses being approved by the Curriculum Committee.

Committee doesn’t monitor the time that faculty assign students outside of class.

Credit Ratios

Fran Butler and Craig Bergeson collaborated and came up with the proposed language (highlighted in yellow). Curriculum PPM Section 5. The following is the recommendation, passed by the University Curriculum Committee, to take to Executive Committee:

**CREDIT RATIOS** - Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. Total time consists of three components: (1) instructional time—which may be face-to-face, online, or a combination of the two; (2) time spent in laboratory, studio, fieldwork, or other scheduled activity; (3) time devoted for reading, studying, problem solving, writing, or

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preparation. One full-semester credit hour is assigned in the following ratio of component hours per week devoted to the course of study: (1) lecture courses (which include face-to-face, online and hybrid) – one contact hour or equivalent instructional time for each credit hour, (two hours of outside work implied, meaning that for a three-credit-hour class a student should plan to spend a total of nine hours per week in some combination of instructional time and outside study); (2) laboratory or studio course – at least two contact hours for each credit.

SOCIAL & BEHAVIORAL SCIENCES

**Philosophy - Richard Greene**

PHIL4530 Philosophy of Mind - New Course Proposal

EDUCATION

**Child & Family Studies - Carrie Ota**

Early Childhood/Early Childhood Education- Program Change Proposal

CHF4201 Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization & Self Reflection - New Course Proposal

CHF4202 Coaching EC/ECE Professionals: Connecting Awareness with Application & Deepening of Practice - New Course Proposal

CHF4203 Coaching EC/ECE Professional: Attuning for Personal and Organizational Change - New Course Proposal

**Teacher Education - Carrie Ota**

Master of Education in Curriculum & Instruction - Program Change Proposal

MED6201 Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization & Self Reflection - New Course Proposal

MED6202 Coaching EC/ECE Professionals: Connecting Awareness with Application & Deepening of Practice - New Course Proposal

MED6203 Coaching EC/ECE Professional: Attuning for Personal and Organizational Change - New Course Proposal

COAST

**Engineering - Fon Brown**

Electrical Engineering - Program Change Proposal

EE4510 Power Systems - New Course Proposal

EE4710 Real-Time Embedded Systems - New Course Proposal

ARTS & HUMANITIES

**Visual Arts - Mark Biddle**

Visual Communications - Program Change Proposal

Name Change to “Graphic Design”

**Masters of English - Gary Dohrer**

MENG6231 Wasatch Range Writing Project Advanced institute - New Course Proposal

**Communication - Kathy Edwards**

Program Change Proposal - Master of Professional Communication (MPC)

MPC6010 Intro Grad Study Comm Theory Course Proposal Change (Inactivate)

MPC6350 Visual communication in the Workplace - New Course Proposal

MPC6620 Conflict Resolution/Mediation - New Course Proposal

COMM3350 Communication Design - Course Proposal Change (Nonsubstantive/Name Change)

**Theater Arts - Jenny Kokai**

Summary of Changes Document

Program Change Proposal - Theatre Arts Acting/Directing Emphasis

Program Change Proposal - Theatre Arts Design/Technology/Management Emphasis

Program Change Proposal - Theatre Arts Teaching Major

Program Change Proposal - Theatre Arts Teaching Minor

Program Change Proposal - Theatre Arts Minor

New Program Proposal - Theatre Arts Generalist (Board of Regents)

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New Course Proposals (and syllabi)

THEA2330 Dramaturgy and Criticism

THEA2580 Computer Software for Theatre

THEA3070 Voice and Movement for the Actor II

THEA3100 Projection Design

THEA3350 Marketing for the Performing Arts

THEA3500 Sound Design

THEA4120 Collaboration in the Theatre

THEA4270 Dramatic Theory and Analysis

THEA4860 Advanced Playwriting

Course Proposal Changes

THEA1223 Stage Make-Up

THEA2012 Stagecraft (was Stage Scenery)

THEA2022 Costume Fundamentals (was Stage Costume)

THEA2032 Lighting Fundamentals (was Stage Lighting)

THEA3222 Stage Lighting Design

THEA3232 Scenic Art and Painting

THEA3212 Scenic Design (was THEA3810)

Proposal Pulled for further discussion:

Program Change Proposal - Musical Theatre

DISCUSSION

No discussion on curriculum except for the Theatre Arts proposals.

Concern on the requiring of 129 to 153 credit hours for the program.

Excessive cost on the student for this program creates a burden.

Recommend to speak to the Dean on the requirements again .

Pull the Program Proposal on Music Theatre and have Curriculum discuss it again.

MOTION Motion to forward to Faculty Senate the Program and Course Proposals for Curriculum except for Musical Theatre by John Armstrong

SECOND Jim Turner

OUTCOME Unanimous.

4. Academic Portfolios- David Ferro could not make the meeting. Postponed until March 6 meeting.

5. Salary, Benefits, Budget and Fiscal Planning - David Malone, Chair

Recommendation Charge 5 Explore and make recommendations on overload teaching and reassigned time. Are they mutually exclusive?

DISCUSSION

Focusing on Teaching.

Schedules are just too loaded and people are stretched too thin.

Still gives the Dean’s flexibility to grant exceptions.

If you ask for overload you are signing up for overtime and more responsibility.

On the negative, it says by serving you can’t earn extra money.

Courses have to be taught because there is no one else to do it.

One reason to do overload are that faculty are not satisfied with their salary.

Cannot find an adjunct or other faculty with the expertise to teach the course.

Singling out “teaching” is going to create a lot of argument.

Frame the policy more positively.

They want to increase their earning potential.

They may look for another job if they are cut off from those funds.

People feel compelled to teach overload we need to find out why.

Objective is to reduce overload to improve quality of teaching.

Exceptions won’t seem very flexible to faculty.

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MOTION Motion to move forward to Faculty Senate as written by Eric Amsel.

SECOND Alicia Giralt

OUTCOME Unanimous.

6. RSPG - Fall 2013 Committee Report – Azenett Garza, Chair

Presenting the RSPG Fall 13 Report to the Faculty Senate.

MOTION Motion to move the RSPG Fall 2013 Report to Faculty Senate by Patti Cost.

SECOND Eric Amsel

OUTCOME Unanimous

7. Other Items

Developmental Courses Resolution – John Armstrong, Vice Chair, Faculty Senate

TOPIC: Resolution encouraging the administration to help students complete developmental courses in a timely manner

WHEREAS, Developmental education at Weber State University provides an important foundation for preparing students for college-level coursework; and

WHEREAS, It is in the student’s best interest to complete these requirements as early in their college career as possible ; and

WHEREAS, These courses provide fundamental skills required in general education and major-level courses ; and

WHEREAS, Recent language in PPM 6-2 removed provisions requiring early completion of these courses; therefore be it

RESOLVED, That the faculty senate encourages the administration to explore appropriate policies to support students in acquiring these developmental skills and ensure that developmental courses are completed as early in students’ coursework as possible.

DISSCUSSION

PPM 6-2 Admissions, at the last Senate meeting the section concerning Developmental English and Math placement was removed from this section of the PPM.

The reason was that the committee did not want to update the PPM every time this policy was revised.

WSU Math & English Placement Standards document is currently under review.

The action said that we aren’t going to remove people from the university because they haven’t finished their developmental courses.

What was found is they leave and don’t take any courses.

The ones that would have been subject to the policy won’t leave.

Hurts the student in the long run.

Students can’t do other courses if they don’t know Math.

Issue is that there is a four course sequence they won’t finish until they are Juniors.

If they fail a course they could be seniors when they finish.

May have an impact on enrollments.

Look at the syllabus for Math 950.

Recommend to change “policies” to “strategies” in the last sentence of resolution as follows:

“That the faculty senate encourages the administration to explore appropriate ~~policies~~  strategies to support students in acquiring these developmental skills and ensure that developmental courses are completed as early in students’ coursework as possible.”

MOTION Motion to move the resolution on Developmental Courses forward to the Faculty Senate with the change from “policies” to “strategies” as edited above by Ed Hahn.

SECOND Alicia Giralt

OUTCOME Unanimous

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General Education Diversity Mission Statement - Eric Amsel

**Diversity Mission Statement (1-21-14)**

General Education at Weber State University supports the development of cultural competencies through designated Diversity (DV) courses which prepare students to recognize a plurality of perspectives, including their own, to function successfully in a global society.

**Diversity Learning Outcomes**

Students who successfully complete a General Education Diversity Course will:

1. describe his/her own perspective as one among many,

2. identify values and biases that inform perspectives of oneself and others,

3. recognize and articulate the rights, perspectives, and experiences of others.

DISCUSSION

General Education Ad-hoc committee submitted this recommendation on Gen Ed Diversity Mission Statement.

Forward to Curriculum Committee first and then if committee approves this statement will return to the Executive Committee on March 6 for further discussion. (no motion on this item.)

Additional Items discussed.

Testing Center Data – Eric Amsel

Will be sending out data on Testing Center usage. This information to be discussed at a future meeting to be determined.

Salary Promotion/Compression - Senior Faculty coming up for promotion - Eric Amsel

Further discussion to take place at a future Executive Committee meeting.

Program Review Process – Eric Amsel

Write best practices not sure how it gets done or where it should go.

Resolution processes.

Revisit Adjunct and Supplemental Pay – Patti Cost

Peggy Saunders wrote an email to voice her concerns about Adjunct and Supplemental pay. She requests that the Executive revisit the following issues.

1. A raise for the summer supplemental pay per credit hour.

2. Moving control of what a department offers away from Continuing Education into the specific college/department (currently we can only offer “the number of credits we offered last summer semester” which ties our hands for broadening our offerings).

3. an ability to allow summer semester to count towards the load a professor must maintain for the academic year (i.e. if someone teaches a 3 credit hour course in the summer without supplemental pay, he/she would be allowed to reduce fall load to 9 credit hours (of course with permission from the department chair and possibly the dean).

DISCUSSION

Is hard to project what the legislature will give for salary increases.

Salary committee determines what percentage is given for salary increases.

Salary committee could take a tenth of the money for faculty increases and earmark it for Adjunct pay increase, but will they vote for it?

Past several years there hasn’t been the budget to support an increase supplemental and adjunct pay.

Doesn’t seem right that adjuncts are making the same as they did 10 years ago.

This issue seems like a further discussion needs to take place and charges need to be assigned to the committees for further discussion.

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Meeting adjourned at 4:05 pm.

**Next Meeting: Faculty Senate, February 20, 2014 at 3:00 pm WB206-207**

**Next Agenda Setting Meeting: March 6, 2014 at 2 pm, MA211K**